



HEADLANDS SCHOOL  
SINCE 1965



# Key Stage 4 GCSE Information Booklet 2025

*‘Pride: Aspire: Respect’*

# An Introduction

This GCSE information booklet has been created to help you make a choice as to which courses to follow in Years 10 and 11. The subjects and courses you select will prepare you for the external examinations that you will sit at the end of Year 11 and any career or further education you may wish to pursue after you leave school.

This selection process is a very important one for you to undertake. You therefore need to remember that you are not making these decisions alone - you do have a range of people and organisations that can help, guide and support you in your decision making. You can seek advice from:

1. Your subject teachers, form tutors, leaders of subject areas and Year Leader. They will be able to help you make a guided and effective choice as they either know you very well or are able to interpret the wide range of data available to them.
2. Mrs Stamford, Head of School; Mrs Rogers, Assistant Headteacher, Curriculum; Mrs Roberts, Assistant Headteacher Assessment and Timetable.
3. Our Careers Lead, Mr Stamper, is able to provide you with in depth detail on education, jobs and careers to help you make decisions about your future.
4. Your parents or carers who know you well, and have a range of experiences that can help you make the correct decisions.

This booklet is broken down into FOUR key sections. Each section provides you with the information you need about the nature of your education for the next two years.

1. An **Introduction** to the courses, qualifications and progression routes
2. The **Curriculum Structure** - An overview of the curriculum and a breakdown of the curriculum into compulsory and non-compulsory subjects
3. The **Core Offer**
4. The **Option Subjects**



# *Special Educational Needs and Support*

In KS4 the Support for Learning Department encourages students to develop their independence skills and take responsibility for improving their own learning.

Students who may require extra support are assessed at the end of Year 9, continuing into Year 10, to ensure that any additional needs and levels of support are identified. Such support is known as exam access arrangements. This information is given in writing to students, parents and staff and appropriate arrangements are made for Key Stage 4. Arrangements are also made for exams and any coursework under controlled conditions. Applications are made to the exam boards to ensure students receive appropriate support to enable them to reach their full potential in formal exam situations. Access arrangements are reviewed as the course progresses in order that further applications can be made if this is felt appropriate.

Access Arrangements may include:

- Additional time in exams for reading
- Support for writing or word processing answers
- A reader to ensure questions are understood

Students may also be offered a range of individualised arrangements to enable them to succeed and demonstrate their learning.

Students are involved in discussions about the extent to which they feel they may need staff support to cope with the demands of the different Option subjects that have been chosen. These arrangements also depend on the subjects being studied but may include:

- Practical assistance for students with physical difficulties to enable successful task completion in Technology and/or Science
- Literacy support for students with specific learning difficulties in subjects with a heavy reliance on reading and writing like English or History
- Students have pre-teaching as part of a small group with a member of the Support for Learning Department
- Reasonable adjustments made to support those students with an Education, Health and Care Plan
- Individual work on subject specific tasks or coursework.



# Courses Available

## GCSE Courses

GCSE stands for General Certificate of Secondary Education. GCSEs can be taken in subjects from English and Mathematics to subjects such as Dance and Computer Science. GCSEs are offered to the vast majority of students in Key Stage 4 at Headlands School. However, they are not always the most appropriate course for all students.

Courses provided for study at Key Stage Four give students of all abilities the opportunity to succeed and progress. Qualifications are delivered at different levels, based on the difficulty of the course. The level of the courses the school offers and their equivalence are shown below;

Level 2 / GCSE Equivalence:	Grades 1-9
Level 1 / GCSE Equivalence:	Grades 1-3
Entry Level / GCSE Equivalence:	Below Grade 1

## Vocational Courses

These courses are designed to be more skills based than a traditional GCSE course. They involve coursework and completing examinations, in order to show that the student has the required level of skills and understanding to succeed in the subject.

The courses are made up of core and optional units and, where possible, optional units will be selected that best meet the individual needs of the students.

Students will be expected to complete work to strict deadlines. However, once work has been assessed by the teacher it can be returned to the student, who is allowed to improve it and then resubmit in order to attempt to achieve a higher grade.

All the vocational courses we offer are recognised by further education, higher education and employers. Progression routes in these subjects exist through a range of providers, with access to some Level 3 Qualifications possible at Headlands Sixth Form.



# The Key Stage 4 Offer

The curriculum is divided into **TWO** clear sections - A **Compulsory Core**, made up of **16** hours of teaching and an **Options Package**, made up of a number of Options Pathways, comprising **9** hours of teaching time.

## The Core Subjects (compulsory)

Subject
English
Maths
Science
PE / Ethics
PSHE (Rolling Period)

## The English Baccalaureate

The Government has introduced an academic qualification measure called the English Baccalaureate. This recognises academic achievement in:

- English
- Mathematics
- Sciences - Separate Science
- A Modern Foreign Language
- History or Geography

All students will take English, Mathematics and Science as part of their core curriculum.

**Students should then select either, History, Geography or a Modern Foreign Language as one of their options.**

For further information on the English Baccalaureate, please see the information at the back of this booklet on pages 51 - 52.



# Using the Booklet

Following your Options assembly, there will be additional information available on the school's website and social media to support this booklet which has been designed to help you choose the most suitable subjects to study. It is suggested that you, along with your parent(s)/carer(s):

- read through each section to learn more about the courses that are being run
- read carefully the information on the appropriate application form that was handed out with this booklet
- watch the videos that subject leaders have produced to support you in choosing your courses
- carefully select the subjects that you wish to study - you should choose 3 option subjects, 1 from each option block
- complete the **Google Options Form** that has been shared with you by **Friday 22nd March**

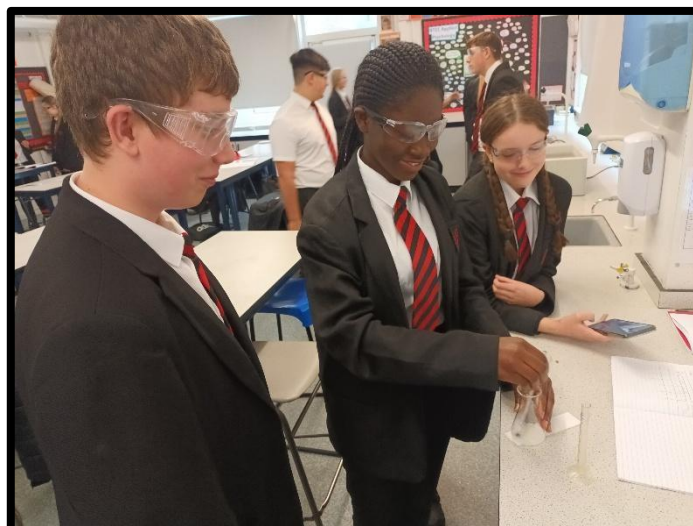
## The Core Subjects

All students follow a core curriculum made up of 16 hours. The subjects studied are described in detail in the next section of the booklet. The core subjects are those that the school has a legal obligation to offer to students as part of their education.

**English, Maths and Science** form the majority of the core subjects, taking up 14 hours a week, from the 16 hours allocated to the core subjects. In both **English** and **Maths**, students are set by ability, based on prior performance and school data sets that are used to predict performance at the end of Key Stage Four. Students will study **English Language** and **English Literature** and will gain 2 GCSEs in this subject.

**Science** is studied as a Combined GCSE where students gain 2 GCSEs, or the Separate Sciences where they gain 3 GCSEs. Students following the Separate Sciences will be invited to opt for this; it will take one of their option blocks.

2 hours are allocated for the study of core PE and RS. Over the course of the year, all students will have at least 1 hour of core PE; they will also study core RS on a rotation.



# Key Stage 4

## The Core Subjects

### English Language & English Literature



Pages 8-11

### Maths



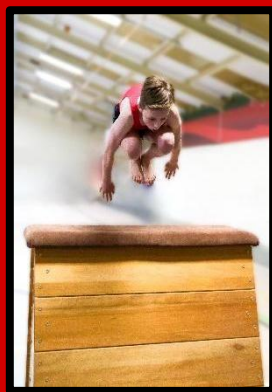
Page 12

### Science



Pages 13-16

### Core PE



Page 17

### Ethics



Page 18

# Core Subject

## Subject: English Language (AQA)

### Introduction

The English Language course encourages students to read fluently and to write effectively. They should be able to demonstrate a confident control of Standard English and they should be able to write grammatically correct sentences, deploy figurative language and analyse texts. It encourages learners to deploy deeper thinking skills and to understand how writers have particular viewpoints and perspectives on issues or themes that are important to the way we think and live our lives.

### Aims of the Subject

#### Subject Content

#### **Paper 1 - Explorations in creative reading and writing:**

The aim of this paper is to engage students in a creative text and inspire them to write creatively themselves by:

- in section A, reading a literature fiction text in order to consider how established writers use narrative and descriptive techniques to capture the interest of readers
- in section B, writing their own creative text, inspired by the topic that they have responded to in section A to demonstrate their narrative and descriptive skills in response to a written prompt, scenario or visual image.

#### **Paper 2 - Writers' viewpoints and perspectives**

The aim of this paper is to develop students' insights into how writers have particular viewpoints and perspectives on issues or themes that are important to the way we think and live our lives. It will encourage students to demonstrate their skills by:

- in section A, reading two linked sources from different time periods and genres in order to consider how each presents a perspective or viewpoint to influence the reader
- in section B, producing a written text to a specified audience, purpose and form in which they give their own perspective on the theme that has been introduced to them in section A.

#### **Spoken Language - Non-exam assessment**

The students must undertake a prepared spoken presentation on a specific topic. The aim of the assessment is to allow students to demonstrate their speaking and listening skills by:

- giving a presentation in a formal context
- responding appropriately to questions and to feedback, asking questions themselves to elicit clarification using spoken Standard English

### Coursework

There is no coursework or controlled assessment option in English; the final grade is based on 100% terminal exams at the end of the two years.

## Assessment

There are two written exams and one Spoken Language assessment:

All texts in the examination will be unseen.

<b>Paper 1: Explorations in Creative Reading and Writing</b>	<b>+</b>	<b>Paper 2: Writers' Viewpoints and Perspectives</b>	<b>+</b>	<b>Non-examination Assessment: Spoken Language</b>
<b>What's assessed</b> <b>Section A: Reading</b> <ul style="list-style-type: none"><li>one literature fiction text</li></ul> <b>Section B: Writing</b> <ul style="list-style-type: none"><li>descriptive or narrative writing</li></ul>		<b>What's assessed</b> <b>Section A: Reading</b> <ul style="list-style-type: none"><li>one non-fiction text and one literary non-fiction text</li></ul> <b>Section B: Writing</b> <ul style="list-style-type: none"><li>writing to present a viewpoint</li></ul>		<b>What's assessed</b> (AO7-AO9) <ul style="list-style-type: none"><li>presenting</li><li>responding to questions and feedback</li><li>use of Standard English</li></ul>
<b>Assessed</b> <ul style="list-style-type: none"><li>written exam: 1 hour 45 minutes</li><li>80 marks</li><li>50% of GCSE</li></ul>		<b>Assessed</b> <ul style="list-style-type: none"><li>written exam: 1 hour 45 minutes</li><li>80 marks</li><li>50% of GCSE</li></ul>		<b>Assessed</b> <ul style="list-style-type: none"><li>teacher set throughout course</li><li>marked by teacher</li><li>separate endorsement (0% weighting of GCSE)</li></ul>
<b>Questions</b> <b>Reading (40 marks) (25%)</b> – one single text <ul style="list-style-type: none"><li>1 short form question (1 x 4 marks)</li><li>2 longer form questions (2 x 8 marks)</li><li>1 extended question (1 x 20 marks)</li></ul> <b>Writing (40 marks) (25%)</b> <ul style="list-style-type: none"><li>1 extended writing question (24 marks for content, 16 marks for technical accuracy)</li></ul>		<b>Questions</b> <b>Reading (40 marks) (25%)</b> – two linked texts <ul style="list-style-type: none"><li>1 short form question (1 x 4 marks)</li><li>2 longer form questions (1 x 8, 1 x 12 marks)</li><li>1 extended question (1 x 16 marks)</li></ul> <b>Writing (40 marks) (25%)</b> <ul style="list-style-type: none"><li>1 extended writing question (24 marks for content, 16 marks for technical accuracy)</li></ul>		

## Useful Resources and Further Information

There are a number of online resources available to support students with their progress in English, such as: GCSE Pod, BBC Bitesize and Mr Bruff on youtube. There are also some excellent CGP and York Notes revision guides which are widely available and extremely informative. Please contact your English teacher for further information.

## Where can this subject take you?

English is not just about knowledge; it is also about skills. It teaches independent and analytical thinking. This is a very useful skill for many careers including media, teaching, research, law and editing.

# Core Subject

## Subject: English Literature (AQA)

### Introduction

The English Literature course encourages students to develop knowledge and skills in reading, writing and critical thinking. Through literature, students have a chance to develop culturally and acquire knowledge of the best that has been thought and written. Studying GCSE English Literature should encourage students to read widely for pleasure, and as a preparation for studying literature at a higher level.

### Aims of the Subject

In studying the set texts students should have the opportunity to develop the following skills:

#### **Reading comprehension and reading critically**

- literal and inferential comprehension: understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events
- critical reading: identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers' social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text
- evaluation of a writer's choice of vocabulary, grammatical and structural features: analysing and evaluating how language, structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation
- comparing texts: comparing and contrasting texts studied, referring where relevant to theme, characterisation, context (where known), style and literary quality; comparing two texts critically with respect to the above

#### **Writing**

- producing clear and coherent text: writing effectively about literature for a range of purposes such as: to describe, explain, summarise, argue, analyse and evaluate; discussing and maintaining a point of view; selecting and emphasising key points; using relevant quotation and using detailed textual references
- accurate Standard English: accurate spelling, punctuation and grammar

### Coursework

There is no coursework or controlled assessment option in English Literature; the final grade is based on 100% terminal exams at the end of the two years. There are 2 exams in Literature.

## Assessment

There are two written exams.  
All exams are closed book.

Paper 1: Shakespeare and the 19th-century novel	+	Paper 2: Modern texts and poetry
<b>What's assessed</b> <ul style="list-style-type: none"><li>• <a href="#">Shakespeare</a></li><li>• <a href="#">The 19th-century novel</a></li></ul>		<b>What's assessed</b> <ul style="list-style-type: none"><li>• <a href="#">Modern texts</a></li><li>• <a href="#">Poetry</a></li><li>• <a href="#">Unseen poetry</a></li></ul>
<b>How it's assessed</b> <ul style="list-style-type: none"><li>• written exam: 1 hour 45 minutes</li><li>• 64 marks</li><li>• 40% of GCSE</li></ul>		<b>How it's assessed</b> <ul style="list-style-type: none"><li>• written exam: 2 hour 15 minutes</li><li>• 96 marks</li><li>• 60% of GCSE</li></ul>
<b>Questions</b> <p><b>Section A Shakespeare:</b> students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.</p> <p><b>Section B The 19th-century novel:</b> students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.</p>		<b>Questions</b> <p><b>Section A Modern texts:</b> students will answer one essay question from a choice of two on their studied modern prose or drama text.</p> <p><b>Section B Poetry:</b> students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.</p> <p><b>Section C Unseen poetry:</b> Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.</p>

## Useful Resources and Further Information

There are a number of online resources available to support students with their progress in English Literature, such as: GCSE Pod, BBC Bitesize and Mr Bruff on youtube. There are also some excellent CGP and York Notes revision guides which are widely available and extremely informative. Please contact your English teacher for further information.

## Where can this subject take you?

English Literature could help put you on the career path you would like to take. It is not just about reading, a literature qualification is beneficial in many careers, such as a journalist, copywriter, teacher, paralegal, marketing executive, editor, museum curator or a freelance writer.

## Core Subject

### Subject: Mathematics (Eduqas)

#### Introduction

GCSE Mathematics is a linear course studied by all students in years 10 and 11. Students continue to be taught in sets which are reviewed regularly over the two years. The qualification builds on the content, knowledge and skills developed in the Key Stage 3 Programme of Study for Mathematics.

#### Aims of the Subject

The aims and objectives of the course are to enable students to:

- develop fluent knowledge, skills and understanding of mathematical methods and concepts
- acquire, select and apply mathematical techniques to solve problems
- reason mathematically, make deductions and inferences, and draw conclusions
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context

#### Coursework

There is no coursework for GCSE Mathematics.

#### Assessment

GCSE Mathematics (9-1) will be assessed through two equally weighted written examination papers at either the Foundation or the Higher tier. Paper 1 is a non-calculator paper and the first assessment under the current specification was in May/June 2017. The Foundation tier enables students to achieve grades 1-5 whereas the Higher tier enables students to achieve grades 4-9. Under this specification there is a greater emphasis on problem solving and mathematical reasoning.

#### Useful Resources and Further Information

There are a number of online resources available to support students with their progress in Mathematics. Popular online platforms used within Maths lessons at Headlands School include Carter Maths, Dr Frost Maths, Mathsbox, Maths Genie and Corbett Maths. Please ask your Maths teacher for further information on how to get the best use from any of these websites.

#### Where can this subject take you?

There are many careers that require a good level of Mathematical understanding including (but not limited to) computer games design, engineering, architecture, medical technology, most science-based careers, banking, software development and management roles.

In addition, good numeracy skills are essential to us in so many aspects of life. A report from OECD, an international organisation whose goal is to shape policies that foster prosperity, equality, opportunity and well-being for all, tells us that "good numeracy is the best protection against unemployment, low wages and poor health."

# Core Subject

## Subject: Combined Science (AQA Trilogy)

### Introduction

Students will all complete the first 3-4 Units of our bespoke GCSE course in year 10 following the AQA Trilogy route.

Students will be set on ability and aptitude for the subject; these groups are continually reviewed throughout the course. At the end of year 9 teachers will decide if a student should be invited to study Combined Science (2 GCSEs) or take on the task of studying topics deeper to gain separate GCSE's in Biology, Chemistry and Physics (3 GCSEs). This decision will be based on ability, passion for the subject and conversations with both the student and parent. (Further detail is in the option section)

The course is 100% Exam taken in the summer of year 11.

### Aims of the Subject

GCSE study in science provides the foundations for understanding the material world.

Scientific understanding is changing our lives and is vital to the world's future prosperity, and all students are taught essential aspects of the knowledge, methods, processes and uses of science. Students are helped to appreciate how the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas relating to the sciences which are both inter-linked, and are of universal application.

These key ideas include:

- the use of conceptual models and theories to make sense of the observed diversity of natural phenomena
- the assumption that every effect has one or more cause
- that change is driven by differences between different objects and systems when they interact
- that many such interactions occur over a distance and over time without direct contact
- that science progresses through a cycle of hypothesis, practical experimentation, observation, theory
- development and review
- that quantitative analysis is a central element both of many theories and of scientific methods of inquiry

### Assessment

GCSE Science (9-1) will be assessed through 6 equally weighted written examination papers at either Foundation or Higher tier. Combined Science Papers are 1 hour 15mins long

There are 2 papers for each subject: Biology, Chemistry and Physics.

First assessment of new specification is June 2018

Foundation tier targeted questions at grades 1-5

Higher tier targeted questions at grades 4-9

The exams will measure how students have achieved the following assessment objectives.

- 40% AO1: Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and procedures.
- 40% AO2: Apply knowledge and understanding of: scientific ideas; scientific enquiry, techniques and procedures.
- 20% AO3: Analyse information and ideas to: interpret and evaluate; make judgments and draw conclusions; develop and improve experimental procedures.

We use these assessment objectives and weighting for all in house testing in lessons.

### **Useful Resources and Further Information**

Science continues to be one of the most useful subjects and more and more further education providers are asking for grade 4/5 at GCSE to be accepted on to their courses from Primary school teaching to Engineering.

By following the Combined Science course students will be accepted by schools to do A levels in the Sciences and Universities do not look for separate GCSEs in science as part of their entry criteria.

For further information please speak to Mr Temple or any member of Team Science.

### **Where can this subject take you?**

Absolutely anywhere really: A levels, Apprenticeships, college - science keeps a lot of doors open for you!

## Option Subject

### Subject: Separate Science Biology, Chemistry and Physics (AQA)

#### Introduction

Students will all complete the first 3-4 Units of our bespoke GCSE course in year 10 following the AQA Trilogy route.

Students will be set on ability and aptitude for the subject; these groups are continually reviewed throughout the course.

At the end of year 9 teachers will decide if a student should be invited to study Combined Science (2 GCSEs) or take on the task of studying topics deeper to gain separate GCSEs in Biology, Chemistry and Physics (3 GCSEs). This decision will be based on ability, passion for the subject and conversations with both the student and parent.

The course will add greater content to that gained at Key stage 3 asking students to apply their knowledge to a wide variety of unknown situations showing greater understanding of the world around them.

The course is 100% Exam taken in the summer of year 11.

#### Aims of the Subject

GCSE study in science provides the foundations for understanding the material world.

Scientific understanding is changing our lives and is vital to the world's future prosperity, and all students are taught essential aspects of the knowledge, methods, processes and uses of science. Students are helped to appreciate how the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas relating to the sciences which are both inter-linked, and are of universal application.

These key ideas include:

- the use of conceptual models and theories to make sense of the observed diversity of natural phenomena
- the assumption that every effect has one or more cause
- that change is driven by differences between different objects and systems when they interact
- that many such interactions occur over a distance and over time without direct contact
- that science progresses through a cycle of hypothesis, practical experimentation, observation, theory
- development and review
- that quantitative analysis is a central element both of many theories and of scientific methods of inquiry

## **Assessment**

GCSE Science (9-1) will be assessed through 6 equally weighted written examination papers at either Foundation or Higher tier. Separate Science Papers are 1 hour 45mins long.

There are 2 papers for each subject Biology, Chemistry and Physics.

First assessment of new specification is June 2018

Foundation tier targeted questions at grades 1-5

Higher tier targeted questions at grades 4-9

The exams will measure how students have achieved the following assessment objectives.

- 40% AO1: Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and procedures.
- 40% AO2: Apply knowledge and understanding of: scientific ideas; scientific enquiry, techniques and procedures.
- 20% AO3: Analyse information and ideas to: interpret and evaluate; make judgments and draw conclusions; develop and improve experimental procedures.

We use these assessment objectives and weighting for all in house testing in lessons.

## **Useful Resources and Further Information**

Science continues to be one of the most useful subjects and more and more further education providers are asking for grade 4/5 at GCSE to be accepted on to their courses from Primary school teaching to Engineering.

By following either GCSE course students will be accepted by schools to do A levels in the Sciences and Universities do not look for separate GCSEs in science as part of their entry criteria.

For further information please speak to Mr Temple or any member of Team Science.

## **Where can this subject take you?**

Absolutely anywhere really: A levels, Apprenticeships, college - science keeps a lot of doors open for you!

# Core Subject

## Core Subject: PE

*Minimum of 1 hour a week throughout Year 10 and 11*

### Introduction

This core course looks to build on the skills learnt throughout Key Stage 3 and applies them in recreational and competitive game situations. Students will engage in two sports per half term spending 3 to 4 weeks on each one. In Year 10 and 11 students will be given the opportunity to spend time in the fitness suite and learn how to use gym equipment in a safe way to create individual programmes for themselves.

### Aims of the Subject

Students apply and develop skills and tactics across sports including:

- Football
- Rugby
- Netball
- Badminton
- Basketball
- Trampolining
- Hockey
- Softball
- Tennis
- Rounders
- Athletics
- Orienteering
- Table tennis

### Coursework

There is no coursework requirement.

### Assessment

There will be no formal assessments.

### Useful Resources and Further Information

PE Kit is required for every lesson unless medically exempt with a doctor's note.

Please ensure a suitable kit is supplied for indoor and outdoor lessons.

Youtube.com

NGB websites

# Core Subject

## Core Subject: Ethics

*Minimum of 1 hour a week for three half terms.*

### Introduction

This core course looks to build on the skills learnt throughout Key Stage 3 and applies them to ethical issues and different cultural aspects. The course is looking at how ethics and culture affect modern societies around the world and how religion and culture has started in different places across the world.

Students will explore moral and cultural questions and improve their discussion skills and justifying arguments.

### Aims of the Subject

- To improve students' knowledge of wider beliefs and cultures in the world.
- To widen knowledge of British society.
- To develop skills of evaluation, analysis and explanation.
- To explore modern ethical issues in detail.

### Coursework

There is no coursework requirement.

### Assessment

There will be no formal assessments.

### Useful Resources and Further Information

Students will be discussing modern ethical issues so being up to date with current affairs will be helpful for them. Any difficult topics will be accompanied by support for students.

### Where can this subject take you?

Can help support argument and evaluation skills which are required across a range of careers including journalism, social services, education and politics. Develops knowledge of British society and the different religions and cultures in the modern world.

# The Option Subjects

## EBACC

### French



Page 20

### Geography



Page 21 - 22

### History



Page 23

# Option Subject

## Subject: GCSE French (AQA)

### Introduction.

The ability to communicate is an important life skill whatever path you take and this is the foundation of learning a modern foreign language. Studying GCSE French can lead you on to learning other languages and is highly valuable to business and industry in Great Britain. A qualification in languages is highly regarded in the academic world and, at a time when there is an acute shortage of people who speak a second language, enhances your employment prospects. Learning another language is also an insight into another culture: its music, art, film, literature and ways of thinking.

Languages work well alongside all subjects and can open many doors for you in the future. Imagine 6 months studying at a university in Paris, working for the tourist board in the South of France, doing a ski season in the Alps, a gap year doing voluntary work in French speaking countries in Africa - a GCSE in French will be a stepping stone towards this being a reality.

### Aims of the Subject

The course enables students to:

- develop awareness and understanding of the culture and identity of the countries and communities where French is spoken
- make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge
- develop language learning skills both for immediate use and prepare them for further language study in school, higher education or employment
- develop language strategies, including repair strategies
- express and develop thoughts and ideas spontaneously and fluently
- deepen their knowledge about how language works and enrich their vocabulary to increase their independent use and understanding of extended language in a range of contexts
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to authentic spoken and written material, adapted and abridged, as appropriate, including literary texts

### Assessment

This is examined across all four skill areas; listening, reading, speaking and writing.

All four skills will be examined at the end of Year 11 and are equally weighted at 25% of your overall mark.

### Useful Resources and Further Information

Please see Mrs Bentley or Mrs Hoban for further details and information.

### Where can this subject take you?

A GCSE in a modern foreign language is a passport to many different qualifications at Post 16 and beyond. A good GCSE grade in a foreign language is a very useful option for students who choose to study business management, journalism, politics, marketing, travel and tourism, sport and leisure or hospitality/catering or have future plans to work in fields such as journalism, business, education, law or the tourism and leisure industry.

# Option Subject

## Subject: GCSE Geography (Eduqas Syllabus A)

### Introduction

The course develops an enquiry approach to the study of geographical information, issues and concepts. It supports learners to become critical and reflective thinkers by engaging them actively in the enquiry process. Learners will develop the skills necessary to conduct framed enquiries in the classroom and in the field in order to develop their understanding of specialised geographical concepts and current geographical issues.

Learners will develop their understanding of a number of key overarching geographical concepts such as place, spheres of influence, cycles and flows, mitigating risk, geographical futures, interconnectedness, and sustainable communities. The course provides opportunities for learners to understand these concepts and, therefore, more about the world, the challenges it faces and their place within it.

### Aims of the Subject

#### **Component 1: Changing Physical and Human Landscapes**

##### **Section A: Core Themes**

Core Theme 1 Landscapes and Physical Processes

Core Theme 2 Rural-Urban Links.

##### **Section B: Options**

Either Theme 3 Tectonic Landscapes and Hazards *or* Theme 4 Coastal Hazards and their Management.

#### **Component 2: Environmental and Development Issues**

##### **Section A: Core Themes**

Core Theme 5 Weather, Climate and Ecosystems

Core Theme 6 Development and Resource Issues.

##### **Section B: Options**

Either Theme 7 Social Development Issues *or* Theme 8 Environmental Challenges.

#### **Component 3: Applied Fieldwork Enquiry**

A written examination in three parts using a variety of structured data response questions.

**Part A** will assess approaches to fieldwork methodology, data representation and analysis.

**Part B** will assess how fieldwork enquiry may be used to investigate geography's conceptual frameworks.

**Part C** will assess the application of broad geographical concepts to a wider UK context and assess the ability to make and justify a decision.

### Coursework

There is no coursework component, however, students will undertake at least 2 field trips which will give them the fieldwork skills to complete Paper 3.

### Assessment

There will be 3 exams at the end of Y11.

Paper 1 - Component 1, Changing Physical and Human Landscapes 1 hour 30 min, 35%

Paper 2 - Component 2, Environmental and Development Issues 1 hour 30 min, 35%

Paper 3 - Component 3, Applied Fieldwork Enquiry 1 hour 15 minutes, 30%

### **Useful Resources and Further Information**

Exam Board: Eduqas Geography Syllabus A

This course is suited to people who have an interest in the challenges facing the modern world.

Fieldwork is a statutory and integral part of this course and students need to understand that fieldwork visits are compulsory as an element of paper 3; students need to be mature and responsible when undertaking this.

See Miss Bunton for further details.

### **Where can this subject take you?**

Geography is a broad based academic subject which will open up options for you in your future. Geography is a subject rich in skills, knowledge and understanding. As a subject linking the arts and the sciences it is highly flexible in terms of what you can combine it with. Studying GCSE geography provides you with a variety of valuable skills and knowledge that can be transferred and used across other subject areas and in everyday life.

Whether your future career lies in the environmental sector, business, education, the natural or social sciences, the media, in geospatial industries or in travel, geography opens up a range of choices for your future work and career.

# Option Subject

## Subject: GCSE History B (OCR)

### Introduction

This is an exciting History course that will fire learners' enthusiasm for studying History. We will aspire to encourage learners to become curious, to develop their own opinions based on a respect for evidence, and to build a deeper understanding of the present by engaging with and questioning the past. The specification is based on content which helps learners to address fundamental issues in human history. It brings together people, events and issues that learners will find fascinating and that will stimulate a desire to explore the similarities and differences between peoples' lives in the past and their own lives now.

### Aims of the Subject

To enable learners to:

- Develop and extend their knowledge and understanding of specified key events, periods and societies in local, British and wider world history and of the wide diversity of human experience.
- Engage in historical enquiry to develop as independent learners and as critical and reflective thinkers.
- Develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context.
- Develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them.
- Organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.
- Ensure that learners' knowledge is rooted in an understanding of the nature and use of historical evidence.

### Coursework/Controlled Assessment

All exams are held at the end of year 11 (there is no coursework).

### Assessment:

There are 3 written exam papers. These will be completed at the end of Year 11.

**Paper 1** covers **The People's Health, c. 1250 to present** (20%) and **The Elizabethans, 1580-1603** (20%). This is a 1 hour 45 minute exam, worth 80 marks in total.

**Paper 2** covers History Around Us (**Scarborough Castle**): This Paper is worth 20% of the GCSE and is marked out of 40 plus 10 marks SP&G. This is a 1-hour exam.

**Paper 3** covers **The Making of America 1789-1900** (20%) and **Living under Nazi rule 1933-45** (20%). This exam Paper is 1 hour 45 minute long and is worth 80 marks in total.

### Useful Resources and Further Information

<http://www.ocr.org.uk/qualifications/gcse-history-b-schools-history-project-j411-from-2016/>

Please see Miss Bradley, Mr Wormald, Mr Woolley, Mr Harah or Miss Gray for further details.

### Where can this subject take you?

History is not just about knowledge it is also about skills. It teaches independent and analytical thinking. This is a very useful skill for many careers including media, teaching, research, law and government.

# The Option Subjects

## Art and Technology

### Fashion & Textiles



Pages 25 - 26

### Fine Art



Pages 27 - 28

### Photography



Pages 29 - 30

### Food & Nutrition



Pages 31 - 32

### Engineering



Page 33

### Three Dimensional Design



Page 34

## Option Subject

### Subject: GCSE Fashion & Textiles (AQA - Art & Design)

#### Introduction

This qualification is intended for students who enjoy designing and making textile based work. It is aimed at those with a preference for the type of processes, equipment and materials used in Textiles during KS3 which can be transferred to fashion design and illustration, costume design, constructed textiles, printed and dyed textiles, surface pattern, stitched and/or embellished textiles.

Year 10 and 11 both involve short practical skills building activities, where new processes and skills will be explored and developed. Extended design and make assignments also take place where more time is given for imaginative ideas to develop, and textile processing skills are to be explored in greater depth. During year 11, students also complete a final assignment set by the exam board.

The ability to research and analyze existing products and designers will be developed, along with sketching/drawing skills, how to best respond to a design brief, how to carry out written annotation and how to effectively evaluate designs and products.

Students will have the opportunity to use traditional skills and modern digital technologies.

#### Aim of the Subject

- use imagination and experimentation when developing design ideas
- be ambitious and open to explore and take design risks
- understand the value of source material to aid designing
- develop the skills to critique source material and critique design ideas
- communicate design ideas using different media and techniques,
- communicate using drawing and written annotation
- be aware of visual and tactile elements such as colour, form, texture, scale, decoration
- develop a broad knowledge of materials, components and technologies
- develop practical skills to produce high quality products,

#### Coursework/Exam

60% Portfolio - Demonstrating your overall learning/skills in Textile Design, including one project

40% Assignment - Externally set task, to include preparation and a timed practical exam

#### Assessment

**A01:** Develop ideas through investigations, demonstrating critical understanding of sources.

**A02:** Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

**A03:** Record ideas, observations and insights relevant to intentions as work progresses.

**A04:** Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

#### Further Information

<https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/specification-at-a-glance>

Please see Mr Shaw, Mr Frankish or Miss Spiers for further information.

**Where can this subject take you?**

Progress onto a Level 3 course such as A Level Textile Design. This course is also an ideal starting point for further study at degree level and careers or apprenticeships in: Interior Design, Fashion Design, Jewellery, Costume Design, Theatrical Design, Teaching.

# Option Subject

## Subject: GCSE Fine Art (Art and Design - AQA)

### Introduction

Fine Art is all about your skill, creativity and imagination.

During your two year course in Art and Design you will create work in response to a theme and different inspirational starting points

You'll look at different approaches to art and use lots of different media, techniques and materials. You will make written and visual responses to various Art and Design forms e.g. analyse and document your ideas, thoughts and critical judgments, which may relate to your own and others' work. You will learn how to evaluate your own work and modify it in the light of new ideas and or suggestions. You will also learn to respond from a brief as well as choosing your own direction of study and starting point in your final year.

### Aims of the Subject

#### WORKSHOPS - Year 10 - Term 1 & 2

In these workshops you will develop practical research and investigation skills based on a project guided by your teacher. Previous projects have included portraiture, natural forms, other cultures and architecture. These skills will enable you to develop an understanding of how artists produce work as well as why, and analysing their work critically and holistically. You will learn how to apply practical skills, generate techniques and consider commercial applications for your ideas and communicate them visually. You will build upon your learning from KS3.

#### COMPONENT 1: Portfolio - 60% of final mark - Year 10 & Year 11 Term 1

Component 1 needs to consist of a resolved project and selected work that showcases skills, knowledge and understanding from the workshops. You will build up a portfolio of work that is carefully selected and thoughtfully presented. This will include an extended project responding to a theme in an in-depth way.

Evidence will take the form of sketchbooks, development pages and test pieces. Projects will be concluded by a final piece outcome, usually taking the form of a larger scale drawing or painting. Work might also include photography, printmaking, digital media and 3D making.

#### COMPONENT 2: Externally Set Assignment - 40% - Year 11 - Term 2 & 3

In Component 2, students respond to a starting point provided by the AQA Exam Board in January of Year 11. This response provides evidence of the student's ability to work independently within specified time constraints, realise intentions that are personal and meaningful and explicitly address the requirements of all four assessment objectives.

This Course ends mid-May in year 11.

### Coursework

This is an evidence based GCSE where "coursework is key". There is an expectation that students work independently, outside of the lesson hours. Homework will be individual to the student as you all work at different rates to one another.

There are two components:

- **Component 1 Portfolio:** produce a sustained project and a selection of further work that represents the course of study. ***This is worth 60% of your overall marks***
- **Component 2 Externally set assignment:** there's a separate externally set task paper for each title. It features seven tasks and you have to complete one of them. You get preparation time, plus ten hours of supervised time (this is not an exam). ***This is worth 40% of your total marks.***

### Expectations

Students are expected to bring their sketchbook to each lesson along with basic equipment. You will be responsible for your own work and given allocated storage space in your classroom. Your sketchbook is

an extension of your creativity for you to decorate as you wish. You are encouraged through your mistakes so we ask students to not rip out pages or destroy work as there may be valuable marks in the “errors” you make.

Students are expected to have their own Art Equipment to work with which can be purchased through the school or independently.

Classrooms are always accessible out of lesson times for GCSE students, and materials and resources can be used in these spaces.

### **Assessment**

Components 1 and 2 will measure how students have achieved the following assessment objectives.

A01: Develop ideas through investigations, demonstrating critical understanding of sources.

A02: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

A03: Record ideas, observations and insights relevant to intentions as work progresses.

A04: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

All work will be internally and externally moderated by the Art Department and the Exam Board.

### **Useful Resources and Further Information**

Please see Mrs Bannister for further information.

### **Where can this subject take you?**

You can continue your art and design studies at AS and A-level, where the same titles are available. You’ll also be able to choose areas of study to specialise in within a particular title.

If you don’t want to take your art and design studies any further, the transferable skills you gain will still be valuable. You’ll develop problem solving, creative thinking, investigation, research, communication and teamwork skills, and gain the ability to develop, refine and present ideas. Employers and universities regard all of these highly.

Art and design opens the door to lots of exciting careers Try these for starters:

Fashion design • Graphic design • Theatre designer • Animator • Video game designer • Illustrator • Museum curator • Photographer • Architecture • Product design • Textiles design • Ceramics • Advertising • Publishing • Interior design • Fashion and media journalism • Hair and make-up design • Retail design • Exhibition design • Jewellery design • Artist • Visual media

Teaching New technologies is creating a whole new range of courses where art is being used in innovative ways.

# Option Subject

**Subject: GCSE Photography (AQA - Art and Design)**

## Introduction

Brand new for this year, we are offering a two year course in the Photography discipline of Art & Design. Photography is a popular and exciting subject. However, be aware that it doesn't just involve taking photographs on your smartphone or tablet. You will learn to develop your creativity, imagination and knowledge through sustained projects. You will learn about a variety of techniques and processes through workshops and the critical analysis of existing artists and photographers. You will develop your own ideas and intentions; build your portfolio of evidence; demonstrate practical learning and the ability to explore formal elements through personal, individual responses. You will also learn to respond from a brief as well as choosing your own direction of study and starting point in your final year.

## Aims of the Subject

### WORKSHOPS - Year 10 - Term 1 & 2

In these workshops you will develop practical research and investigation skills. These skills will enable you to develop an understanding of how artists and photographers produce work for a specific purpose, analysing their work critically and holistically. You will learn how to apply practical skills, generate techniques and consider commercial applications for your ideas and communicate them visually. You will develop skills in a digital darkroom as well as get to know your camera, its functions and the formal elements of photography. You will learn to plan and prepare photoshoots as well as visit different locations to apply your skills.

### COMPONENT 1: Portfolio - 60% of final mark - Year 10 Term 3 & Year 11 Term 1

In this component you will produce a resolved project based on a selection of themes, or one of your choice. This showcases the skills you have developed and allows you to explore techniques further and demonstrate your understanding of technical skills. You will respond to your chosen starting point or a brief and produce a portfolio of evidence with your final set of photographs as evidence for this component. This will be completed by the end of term 1 in year 11.

### COMPONENT 2: Externally Set Assignment - 40% - Year 11 - Term 2 & part of Term 3

In Component 2, students respond to a starting point provided by the AQA Exam Board. This response provides evidence of the student's ability to work independently within specified time constraints, realise intentions that are personal and meaningful and explicitly address the requirements of all four assessment objectives.

This Course ends mid-May in year 11.

## Coursework

This is an evidence based GCSE where "coursework is key". There is an expectation of students to work independently outside of the lesson hours and homework will be individual to the student as you all work at different rates to one another.

There are two components:

- **Component 1 Portfolio**: produce a sustained project and a selection of further work that represents the course of study. *This is worth 60% of your overall marks*
- **Component 2 Externally set assignment**: there's a separate externally set task paper for each title. It features seven tasks and you have to complete one of them. You get preparation time, plus ten hours of supervised time (this is not an exam). *This is worth 40% of your total marks.*

## What will I need?

- Access to a DSLR camera is preferred but not compulsory as opportunities will be provided.
- Access to a digital darkroom such as Adobe Photoshop or Creative Cloud would be advantageous but is accessible within the school, therefore allocating your time to use the computer suite after school is advised.

## **Assessment**

Components 1 and 2 will measure how students have achieved the following assessment objectives.

A01: Develop ideas through investigations, demonstrating critical understanding of sources.

A02: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

A03: Record ideas, observations and insights relevant to intentions as work progresses.

A04: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

All work will be internally and externally moderated by the Art Department and the Exam Board.

## **Useful Resources and Further Information**

Teaching New technologies is creating a whole new range of courses where art is being used in innovative ways.

Please see Mrs Bannister for further information.

## **Where can this subject take you?**

You can continue your art and design studies at AS and A-level, where the same titles are available. You'll also be able to choose areas of study to specialise in within a particular title. If you don't want to take your art and design studies any further, the transferable skills you gain will still be valuable. You'll develop problem solving, creative thinking, investigation, research, communication and teamwork skills, and gain the ability to develop, refine and present ideas. Employers and universities regard all of these highly.

Art careers come in all shapes and sizes. There are art industry jobs creating original works, selling and promoting them, and displaying them to the public in museums and galleries. There are jobs teaching others about art and jobs helping people to express themselves through art.

There are also lots of art related jobs outside the world of art. Artistic vision and design skills are needed in areas such as architecture, fashion, media, film and theatre. Here we're concentrating on visual art and design careers, but take a look at the rest of the arts and creative careers section if you're interested in other areas such as writing, acting or music.

Art and design opens the door to lots of exciting careers such as: Product Photography , Film/Video Editor, Photographer, Advertising art director, Film/video editor, Magazine features editor or Television camera operator to name a few!

## Option Subject

### Subject: GCSE Food Preparation and Nutrition (Eduqas)

#### Introduction

This GCSE in Food Preparation and Nutrition equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life.

#### Aim of the Subject

You will:

- be able to demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment
- develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks
- understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices
- demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food
- understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes.

#### Coursework - Exam

50% Coursework - 50% Examination

#### Assessment

##### **Component 1 - Principles of Food Preparation and Nutrition (50%)**

An exam of 1 hour 45 minutes covering food commodities, principles of nutrition, diet and good health, the science of food, where food comes from, cooking and food preparation

##### **Component 2 - Food Preparation and Nutrition in Action - 2 Assessments (50%)**

###### **Assessment 1: Food Investigation**

A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food.

###### **Assessment 2: Food Preparation**

Prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food.

#### Further Information

<http://www.eduqas.co.uk/qualifications/food-preparation-and-nutrition/>

Please see Mrs Jones, Mr Shaw or Miss Spiers for further information

**Where can this subject take you?**

This course provides a suitable foundation for the study of Level 3 Food, Science and Nutrition at A level, as well as being a starting point for related degree level study such as: Food Technology, Environmental Health, Nutritionist, Brewing. In addition, this specification provides a sound foundation for those students wishing to progress to employment in the catering or hospitality industry.

# Option Subject

## Subject: Level 1 / Level 2 Cambridge National in Engineering Manufacture

### Introduction

This qualification is intended for students who want to develop applied knowledge and practical skills in engineering manufacture. It is aimed at those who have an interest in understanding engineering knowledge - for example types of manufacturing processes, choice of materials used, and some of the specific requirements of an engineered product. Where manufacturing is concerned this course is for those who want to make products that are accurate to the dimensions and tolerances of a given design drawing. Materials used will be mainly metals and plastics.

(If you want to Design and Make your own ideas then consider GCSE 3D Design)

### Aims of the Subject

- Understand and apply engineering concepts
- Learn engineering practical skills
- Think logically and analytically

### Overview of content

#### Principles of Engineering Manufacture (Unit R014)

Learn about manufacturing processes, engineering materials (metals and plastics), and what kind of factors are taken into consideration when determining the engineering requirements of a product. In addition you will learn about some of the background knowledge in engineering such as quality control, waste reduction and international standards.

#### Manufacturing a One-Off Product (Unit R015)

You will learn to interpret an engineering drawing, plan the production of a one-off product and identify any health & safety issues. From your plan you will then select the correct materials and equipment, measure and mark out, then make your product using a range of hand and machine tools.

#### Manufacturing in Quantity (Unit R016)

You will learn to produce templates to check the accuracy of parts made by computer-controlled machinery. You will be taught how to create instructions that another person could follow when using computer-controlled equipment. Setting up and operating computer-controlled equipment to manufacture a product is an important part of this unit, followed by checking its accuracy.

### Assessment

40% - 1 Hour 15 minutes Written Examination - Principles of Engineering Manufacture

60% - 2 Exam Board Set Assignments - Manufacturing a One-Off Product  
- Manufacturing in Quantity

### Useful Resources and Further Information

<https://www.ocr.org.uk/qualifications/cambridge-nationals/engineering-manufacture-level-1-2-j823/>

Please see Mr Shaw or Mr Boulton for further information

### Where can this subject take you?

Level 3 Vocational Courses in Engineering, A 'Levels in 3D Design or Design & Technology. Apprenticeships in manufacturing. Further study towards degree level engineering for example mechanical or materials.

# Option Subject

## Subject: GCSE Three Dimensional Design (AQA Art & Design)

### Introduction

This qualification is intended for students who enjoy designing and making 3D products. It is aimed at those with a preference for the type of processes, equipment and materials used in Design & Technology during KS3 (e.g. Woods, Metals, Plastics, Mechanisms, Electronics, 3D Constructions).

Year 10 and 11 both involve short practical skills building activities, where new processes and skills will be explored and developed. Extended design and make assignments also take place where more time is given for imaginative ideas to develop, and making skills to be explored in greater depth. During year 11, students also complete a final assignment set by the exam board.

The ability to research and analyse existing products and designers will be developed, along with sketching/drawing skills, how to best respond to a design brief, how to carry out written annotation and how to effectively evaluate designs and products.

Students will have the opportunity to use traditional skills and modern digital technologies - CAD/CAM - Computer Aided Design and Computer Aided Manufacturing.

### Aim of the Subject

- use imagination and experimentation when developing design ideas
- be ambitious and open to explore and take design risks
- understand the value of source material to aid designing
- develop the skills to critique source material and critique design ideas
- communicate design ideas using different media and techniques,
- communicate using drawing and written annotation
- be aware of visual and tactile elements such as colour, form, texture, scale, decoration
- develop a broad knowledge of materials, components and technologies
- develop practical skills to produce high quality products

### Coursework/Exam

60% Portfolio - Demonstrating your overall learning/skills in 3D Design, including one project  
40% Assignment - Externally set task, to include preparation and a timed practical exam

### Assessment

**A01:** Develop ideas through investigations, demonstrating critical understanding of sources.

**A02:** Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

**A03:** Record ideas, observations and insights relevant to intentions as work progresses.

**A04:** Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

### Further Information

<https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-content/three-dimensional-design>

Please see Mr Shaw or Mr Boulton for further information

### Where can this subject take you?

Upon completion students could progress onto a Level 3 course such as A Level 3D Design. This course is also an ideal starting point for further study at degree level and careers or apprenticeships in:

Product/Industrial Design, Architecture and Construction, Jewellery, Graphic Design, Theatrical Design, Engineering, Technical Support, Teaching.

# The Option Subjects

## Business and IT

### Enterprise and Marketing



Page 37

### Digital Information Technology



Page 38

# Option Subject

## Subject: Enterprise and Marketing Level 1/ Level 2 (OCR)

### Introduction

Enterprise and Marketing allows students to learn the key concepts of business, including how to set up a business, finance and how to make a business a success. Allows students to develop both practical and applied knowledge skills that will support them in their own businesses in later life. Students put their learning into practice and develop valuable transferable skills, beneficial if they're considering starting up their own enterprise/business.

### Aims of the Subject

- To know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society
- Apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses
- Develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems
- Use an enquiring, critical approach to make informed judgements
- Develop and apply quantitative skills relevant to business, including using and interpreting data.

### Overview of Content

- Characteristics, risk and reward for enterprise
- Market research to target a specific customer
- What makes a product financially viable
- Creating a marketing mix to support a product
- Factors to consider when starting up and running an enterprise.

### Assessment

R067 Enterprise and Marketing Concepts - 40% - Exam

R068 Design a business proposal - 30% - Assessment

R069 Market and Pitch a Business Proposal - 30% - Assessment

### Useful Resources and Further Information

<https://ocr.org.uk/qualifications/cambridge-nationals/enterprise-and-marketing-level-1-2-j837/>

Please see Mrs Smuts for any further information.

### Where can this subject take you?

Enterprise and Marketing offers the opportunity to learn about how to set up, run and grow your own business that could support any career choice you have. It will also provide insight into job opportunities at large businesses such as accountancy, Finance, Human Resources, Marketing and Management.

## Option Subject

**Subject: Digital Information Technology (BTEC Level 1/2)**

### Introduction

IT surrounds each and every one of us. We cannot leave the house without using technology. This qualification is for learners interested in taking a hands-on course that will offer them an insight into what it is like to work in the Digital sector.

### Aims of the Subject

Through the study of these topics, learners will not only acquire sector-specific applied knowledge and skills but also the processes and attitudes that underpin the sector. Using realistic vocational contexts, learners will have the opportunity to explore, develop and apply highly sought-after key skills such as data management and data protection, project planning, and the design of user interfaces and dashboards as a way to present and interpret data.

### Overview of content

Component 1 - Exploring User Interface Design Principles and Project Planning Techniques

Component 2 - Collecting, Presenting and Interpreting Data

Component 3 - Effective Digital Working Practices

### Assessment

Component 1 - Controlled assessment project 30%

Component 2 - Controlled assessment project 30%

Component 3 - Externally assessed Exam 40%

### Useful Resources and Further Information

<https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/information-technology/2022/specification-and-sample-assessments/btec-tech-award-digital-information-technology-spec.pdf>

For further information, please see Mrs Smuts

### Where can this subject take you?

The digital sector is a major source of employment in the UK, with 1.46 million people working in digital companies and around 45,000 digital jobs are advertised at any one time. Digital skills span all industries; almost all jobs in the UK today require employees to have a good level of digital literacy.

# The Option Subjects

## Performing Arts and Sport

### Dance



Page 40

### Drama



Page 41 - 42

### Film Studies



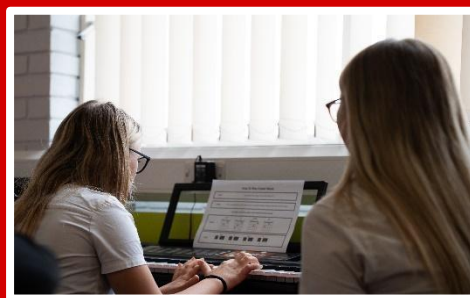
Page 43

### Health & Fitness



Page 44

### Music



Page 45

# Option Subject

**Subject: GCSE Dance (AQA)**

## Introduction

The GCSE Dance course is designed to help students develop a range of skills in performance and choreography whilst also learning to analyse professional dance repertoire in a range of styles.

Pupils will develop key skills for performance, primarily in a contemporary dance style and have the opportunity to choreograph their own dances (solo and group) in response to a stimulus. They will study 6 short dance productions in different styles and complete short and extended answer questions on the choreography, set and lighting design, choice of music and use of costumes in the performances.

## Aims of the Subject

Students will

- Demonstrate knowledge and understanding of different styles of dance
- Develop competence in contemporary dance performance and choreographic skill
- Develop confidence, organisation, communication, co-operation and perseverance
- Work collaboratively and imaginatively, generating, developing and communicating ideas effectively
- Reflect on and evaluate their work and the work of professional dance companies

## Components

Students will complete 2 components

### **Component 1: Performance and Choreography (60 %)**

- Solo performance of set technical phrases (set by the exam board)
- Duet/trio performance (created by teacher and students)
- Solo or group choreography based on a stimulus given by the exam board

### **Component 2: Dance Appreciation (40%)**

Written exam assessing

- Knowledge of performance skills and how to improve
- Knowledge of health and safety for dancers
- Knowledge of choreographic techniques
- Reflection on own work
- Analysis of 6 professional dances

## Assessment

**Component 1**      Videoed and assessed by the teacher, Moderated by AQA

**Component 2**      External written paper taken at end of Year 11

## Further Information

Some dance or gymnastics experience is advised as there is a technical requirement to the performances that will be advantaged by a little prior training or experience.

Please ask Mrs Morgan if unsure.

## Where can this subject take you?

This subject will prepare you well for study at A Level or other Level 3 performing arts qualifications. It can also open opportunities for performers, choreographers and teachers of this subject specialism. The skills are also transferable to any creative subjects or career area which requires organisation and project management skills.

# Option Subject

## Subject: GCSE Drama (Eduqas)

### Introduction

The GCSE drama course is designed to help students develop a range of theatrical skills and apply them to create performances. They will work collaboratively in practical lessons to generate, develop and communicate ideas based on contemporary issues and those from the past.

Through exploring play texts, they will increase their understanding of their social, cultural and historical context including the theatrical conventions of the period in which the plays were created

In turn, they will develop as creative, effective, independent and reflective learners able to make informed choices in process and performance and reflect on and evaluate their own work and that of others

### Aims of the Subject

#### Students will

- Develop knowledge and understanding of different genres and styles of theatre by watching and exploring plays
- Work collaboratively and imaginatively, generating, developing and communicating their own ideas for devised drama effectively
- Develop competence in a range of practical, creative and performance skills
- Develop confidence, organisation, communication, co-operation and perseverance
- Reflect on and evaluate their work and the work of others

### Components and Assessment

Students will complete 3 components

#### **Component 1: Devising Theatre 40% of qualification**

(internally assessed, externally moderated)

Students are required to devise a piece of original theatre in response to a stimulus. They will research a key theatre practitioner and base their work on this style of drama.

They will produce written portfolio and a final performance

#### **Component 2: Performing from a Text 20% of qualification**

(externally assessed by a visiting examiner)

Students are required to participate in a performance from a text. They will study a performance text and take part in practical workshops to explore key extracts from the play. They will rehearse a chosen extract for live performance to a visiting examiner.

#### **Component 3: Interpreting Theatre 40% of qualification**

Written examination: 1 hour 30 minutes

Students will study one complete performance text. They will approach the study of the text practically as an actor, designer and director. They will answer questions related to their ideas for performing, directing and designing an extract from the play.

Students will also answer a question based on a live theatre production they have watched, analysing the effectiveness of the theatre elements and how meaning is communicated.

### Further Information

This award is **not compatible with BTEC Tech Award in Performing Arts - Dance Pathway**

If you require further details or clarification, please see Mrs Morgan.

**Where can this subject take you?**

The course prepares students very well for further study on the A Level Drama and Theatre course but is also excellent preparation for any career requiring strong communication skills, teamwork and independent and creative thinking.

## Option Subject

**Subject: GCSE Film Studies (Eduqas)**

### Introduction

Film Studies gives students the chance to study films from different countries including Hollywood classics and several examples of independent cinema. Students can also choose from a range of creative production options and develop their research and presentation skills.

This GCSE is designed to build upon students' ability to analyse the key elements of film in conjunction with key ideas surrounding film form such as representation, context and narrative.

Starting with 'Jojo Rabbit' and German film 'Die Welle' (The Wave), the specification follows a coming of age theme. Students will move on to study films such as 'Juno', 'Rebel Without a Cause' and 'Ferris Bueller's Day Off'. This allows students to study films and the ways in which they are experienced, the importance of visual representation in today's global society and the place film has in communicating ideas, attitudes and cultural beliefs, both now and in the past. This will be explored and assessed through studying the 'language' of film.

### Aims of the Subject

Taking Film Studies will help students develop their interest and enjoyment of film in its national and global contexts and begin to develop an appreciation of cultural diversity through the close study of a wide range of films. They will also:

- Develop a critical and investigative approach to films, the film industry and film audiences.
- Study patterns of similarity and difference across a range of films.
- Recognise the ways in which films represent people, places, ideas, issues and events to different audiences.
- Recognise the ways in which film technologies shape film productions.
- Explore the creative possibilities of film and film products and engage with aesthetic, technical, economic, ethical and moral issues as they arise in their study of film, film audiences and the film industry.

### Controlled Assessment

Film studies is 30% controlled assessment.

The controlled assessment gives students a choice of tasks based on creating a film sequence. This can be an opening sequence of a film or a sequence that introduces a character in a horror, sci-fi, romance, action or teen film.

### Assessment

Film studies is 70% exam.

There are two exams featuring a series of questions about films studied during the course.

### Further Information

Please see Mr. Wilson for further information.

### Where can this subject take you?

This subject can lead to further study in Film at A level and beyond, including an ever increasing number of degrees related to film production. It will prepare you for careers in media and entertainment, film and TV production. The transferable skills related to project management and presentation skills also lend themselves to a range of professional careers.

# Option Subject

## Subject: NCFE Health and Fitness Examination PE

### Introduction

The NCFE Health and Fitness course has been designed to provide an engaging and stimulating introduction to the academic side of sport. The qualification builds on learning from Key Stage 3 practical lessons by teaching the student about the theory that underpins performance. The course provides a good introduction to Sport qualifications for learners moving on to post-16 education in A levels, NCFE Sports Science or BTEC level 3. This is a **100% Classroom** based course which has been selected to enhance students theoretical knowledge of the sports industry.

### Aims of the Subject

This qualification gives students opportunities to cover key academic elements of the Health and Fitness world. In Year 10 students will cover the anatomy and physiology of the human body looking in detail at the skeletal, muscular, respiratory, cardiovascular and energy systems of the body. They will also learn about the components of fitness and the principles of training. In year 11 students will look at a range of factors that impact sports performance including fitness testing, fitness training, diet and goal setting.

We believe this provides the best possible curriculum for students looking to progress into a sports related job ranging from sports coaching to physiotherapist.

In addition to this, the qualification provides opportunities for learners to develop their communication skills needed for working in the sport sector, as they progress through the course. This can be achieved through presentations and in discussions where they have the opportunity to express their opinions.

The qualification provides opportunities for learners to focus on the development of personal, learning and thinking skills, and English and mathematics knowledge and skills, in a sport-related context.

### Coursework

- Students will complete a 21 hour exam condition project looking at analysing and developing the training programme of an athlete

### Assessment

Exam 40% of overall grade

Coursework 60% of overall grade

### Useful Resources and Further Information

my revision notes- NCFE level ½ Technical Award Health and Fitness

<https://www.qualhub.co.uk/qualification-search/qualification-detail/ncfe-level-12-technical-award-in-health-and-fitness-4579>

### Where can this subject take you?

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• Physical Education teacher</li><li>• Gym instructor/ Personal trainer</li><li>• Sport nutritionist</li><li>• Physiotherapist</li><li>• Sports coaching</li><li>• Sports Journalism/ Social media</li></ul> | <ul style="list-style-type: none"><li>• Sports Agent</li><li>• Leisure and recreation management</li><li>• Sport data analysis</li><li>• Strength and conditioning coach</li><li>• Armed Forces PT instructor</li></ul> |
|--|---|

# Option Subject

**Subject: GCSE Music (Eduqas)**

## Introduction

This GCSE qualification supports students in the development of musical knowledge, understanding and skills including performing, composing and appraising. The qualification encourages students to engage with a wide range of music and musical context and develop an understanding of the place of music in different cultures and contexts.

## Aims of the Subject

- To engage actively in the process of music study
- Develop performing skills individually and in groups to communicate musically with fluency and control of the resources used
- Develop composing skills to organise musical ideas and make use of appropriate resources
- Broaden musical experience and interests, develop imagination and foster creativity
- Develop knowledge, understanding and skills needed to communicate effectively as musicians

## Content

### Component 1: Performing 30% of qualification

Students will look at a variety of performance styles, skills and techniques focusing on the main areas of solo and ensemble performing.

**Assessment** - Performance of two pieces, one of which must be an ensemble piece, lasting 4 - 6 minutes in total.

### Component 2: Composing 30% of qualification

Students will study a variety of compositional techniques from a range of different styles, focussing on developing musical ideas, compositional techniques and strategies, methods of notating scores.

**Assessment** - Students compose two compositions, one to a brief set by Eduqas, and one free composition set by the student, lasting 3 - 6 minutes in duration.

### Component 3: Appraising 40% of the qualification

Students will learn about:

- Musical elements (Dynamics, Rhythm, Texture, Metre, Timbre, Structure, Melody, Instrumentation, Tempo, Harmony, Pitch, Duration)
- Musical contexts (Time, place and reasoning for composition, performance and styles)
- Musical language (Key terms for both musical performance and composition techniques)

They will focus on four Areas of study, two of these have set works:

- Musical Forms and Devices
- Music for Ensemble
- Film Music
- Popular Music

**Assessment** - Written examination: 1 hour and 15 minutes (approximately)

## Useful Resources and Further Information

Due to the requirements of the performance element and the requirements of basic musical understanding, it is advised that you are grade 2-3 equivalent on your first instrument as grade 3 is the standard complexity of pieces for GCSE.

Students who opt for music will therefore be invited to audition and show their playing standard to Mr Parker and Mrs Morgan before their choice is confirmed.

# The Option Subjects

## Social Sciences

### Health & Social Care



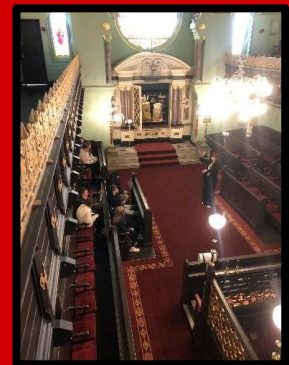
Pages 47

### Psychology



Pages 48-49

### Religious Studies



Page 50 - 51

### Sociology



Page 52

## Option Subject

### Subject: Cambridge Nationals in Health and Social Care

#### Introduction

The Cambridge National in Health and Social Care will inspire and equip students with transferable skills that are relevant to the sector and more widely. It covers the rights of individuals, person-centred values of care, how to protect individuals in various care settings and learn about the impact of life events. It is a vocational qualification which takes an engaging, practical and inspiring approach to learning and assessment.

#### Aims of the Subject

The Cambridge National in Health and Social Care will encourage students to:

- understand and apply the fundamental principles and concepts of the rights of individuals, person centred values, effective communication and how to protect individuals in health and social care settings
- develop learning and practical skills that can be applied to real-life contexts and work situations
- think creatively, innovatively, analytically, logically and critically
- develop independence and confidence in using skills that would be relevant to the health and social care sector and more widely.

#### Overview of content

Students will study a number of different units, one unit is an exam and two units are non examined assessments (coursework).

They will study;

- R032 Principles of care in health and social care settings
- R033 Supporting individuals through life events
- R035 Health promotion campaigns

#### Assessment

Students must complete three units:

- one externally assessed unit (exam)
- two centre-assessed units (NEA)

#### Useful Resources and Further Information

<https://ocr.org.uk/qualifications/cambridge-nationals/health-and-social-care-level-1-2-j835/qualification-at-a-glance/>

#### Where can this subject take you?

Health and Social Care is a pathway of vocational learning. It can lead to a range of subjects at Sixth Form such as Sociology, Psychology, Child Care and Development, Law and Health and Social Care. It can also lead to a wide array of careers such as, care worker, personal assistant, social worker, community support workers, occupational therapist, physiotherapy, counseling and therapy.

# Option Subject

**Subject: GCSE Psychology (AQA)**

## Introduction

Psychology is an exciting subject covering content relevant to everyday life. GCSE Psychology is the scientific study of the mind and behaviour, and this course will give you a sound understanding of topics in Psychology at an introductory level.

## Aims of the Subject

We aim to engage and excite students in Psychology by developing their understanding of human behaviour from a range of psychological perspectives so that they become critical and analytical thinkers.

Development: Early brain development in the womb focuses on high-level scientific neural structures in the womb, looking at the reasons behind the development of children. Study psychologists are revolutionising teaching, Carol Dweck and the growth mindset.

Memory: This includes theories of how our memory works and the differences between short and long-term memory. Memory gives you new and innovative revision strategies to bolster your GCSE exam practice. We also study eyewitness testimony and how people can be given false memories in unforgiving circumstances.

Brain and Neuropsychology: Delve into the complexities of the human brain, not just its functions and brain scanning, but what can go wrong when neurological damage is sustained, ranging from stroke to concussion from the sport.

Perception: From sensory deprivation, torture studies to optical illusions. Perception is how we experience the world and we will be looking at how to manipulate the viewpoint of others.

Psychological Problems: From the coldest isolation of depression to the hot flashes of bipolar, all the way to the gutter of addiction, covering explanations and the therapies used to treat them.

Social Influence: This topic includes areas of study such as conformity and the factors that turn everyday people into people who have committed the most villainous crimes. Mob behaviours and why we riot. Obedience to the law and people in powerful positions, but also how situations can lead to good outcomes in Pro-social Psychology.

Language, Thought and Communication: Ever wonder why we talk the way we do? Interested in how animals communicate (from dolphins to bees)? This topic takes us through various communication styles, from evolution to emoticons (emojis).

Research Methods: Understanding how psychologists conduct scientific investigations.

## Coursework

There is no coursework for this qualification

## Assessment

- 2x 90 minute papers

Each worth 50% of the final grade

## Useful Resources and Further Information

<https://www.aqa.org.uk/subjects/psychology/gcse/psychology-8182>

<https://www.tutor2u.net/psychology>

## Where can this subject take you?

The above-mentioned skills are transferable and relevant to any career or further study. Psychology is both relevant and useful for any career that involves other people. This would include a psychologist (clinical or educational), the education sector, business, research, sport, health and social care, public services, marketing, public relations, management and human resources.

# Option Subject

## Subject: GCSE Religious Studies - Religious Theology and Thematic Study (AQA)

### Introduction

The Religious Studies GCSE provides you with the chance to develop informed understandings of religious belief and varying views on different issues.

You will study two Abrahamic religions (Christianity and Judaism), throughout the course.

In the first half of the GCSE you will have to study in depth the belief and practices of two religions, we will be focusing on Christianity and Judaism, although this is flexible for personal belief. You will look at the fundamental beliefs of different religious denominations and how religious teachings impact on their practice of the religion in society. This will build upon the knowledge that has been delivered in KS3.

The second half of the GCSE is based on the thematic studies that are affected by religion. We will be spending a lot of time looking over ethical issues in modern society, for example; relationships and sexuality, the origins of the universe, matters of life and death and the arguments for and against God. We explore how religion and British society view and attempt to answer these issues.

Religious Studies encourages you to develop your own opinions free of peer pressure, and be confident in your own views. You will learn how to present an argument, and academically validate your opinions.

As 84% of people on the planet hold religious belief, this course will help you navigate that world and reflect on the different lives you are sharing it with.

### Aims of the Subject:

You will:

- Develop your knowledge and understanding of religions by exploring the significance of beliefs, teachings, sources of authority and practices.
- Explore how belief affects the way that people live.
- Develop curiosity and enthusiasm for modern ethical issues.
- Encourage independent thought and develop skills of critical thinking.
- Offer a varied and wide range of religious and non-religious views for students to consider.
- Prepare you for the modern society where ethical issues are raised regularly.
- Allow you to value your own views while accepting others may disagree with them.
- Express your personal responses and informed insights on fundamental questions about identity, belonging, commitment, values and meaning.
- Think about and develop your values, opinions and attitudes in light of your learning.

### Assessment

There will be assessments throughout the course using exam style questions, which will provide you with the opportunity to see your own progress and practice for the final exams. Clear feedback will be given for all end of unit tests, and there will be two external exams to complete the course. One exam is based on the Religious Belief and Practice of two religions and the second exam is based on the Thematic Studies you have looked at.

### Useful Resources and Further Information

Please see Mrs Fairlamb for more information.

**Where can this subject take you?**

Religious Studies can help across a range of careers by using the skills of empathy, problem solving, evaluating and discussion. These skills are highly regarded in careers such as journalism, social services, politics and education. Your wider knowledge of the world and different ethical themes can help support you in your adult life whilst travelling and developing your own personal viewpoints.

# Option Subject

## Subject: GCSE Sociology

### Introduction

GCSE Sociology helps students to gain knowledge and understanding of key social structures, processes and issues through the study of families, education, crime and deviance and social stratification.

Students will develop their analytical, assimilation and communication skills by comparing and contrasting perspectives on a variety of social issues, constructing reasoned arguments, making substantiated judgements and drawing reasoned conclusions.

### Aims of the Subject

By studying sociology, students will develop transferable skills including how to:

- investigate facts and make deductions
- develop opinions and new ideas on social issues
- analyse and better understand the social world.

### Overview of content

Students will study;

- The sociological approach
- Social structures, social processes and social issues
- Families
- Education
- Crime and deviance
- Social stratification
- Sociological research methods

### Assessment

Students will complete two exams. The exams will measure how students have achieved the following assessment objectives.

- A01: Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods.
- A02: Apply knowledge and understanding of sociological theories, concepts, evidence and methods.
- A03: Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.

### Useful Resources and Further Information

<https://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192/specification-at-a-glance>

### Where can this subject take you?

Studying sociology opens up a range of careers in areas such as welfare, education, social research, and local and central government.



# HELP YOUR CHILD MAKE THE BEST GCSE CHOICES

You and your child may currently be considering, with advice from their school, what GCSE subjects they should take next year.

The Department for Education recommends these core subjects, which make up the English Baccalaureate (EBacc), and help keep options for young people open:

—English language and English literature

—Maths

—Science

Combined science or 3 single sciences from Biology, Chemistry, Physics, and Computer science

—History or Geography

—A language

Ancient or modern



## WHAT IS THE EBACC?

The EBacc is not a qualification in its own right – it's a combination of GCSE subjects, including a language, that offer an important range of knowledge and skills to young people.

### EBACC FUTURE PROOFS YOUR CHILD'S PROSPECTS

While your child may not have decided on their future career path yet, choosing the EBacc at GCSE gives them access to a full range of employment options when they leave secondary school and the broad knowledge that employers are looking for.

If they are thinking of going to university, the EBacc is also recommended by Britain's most prestigious universities.

**The research found that students studying EBacc subjects for GCSE, were more likely to stay in education after 16.**

The Centre for Longitudinal Studies,  
August 2017

# LANGUAGES GIVE YOUNG PEOPLE A COMPETITIVE EDGE

Languages are an important part of EBacc. Studying a foreign language can be extremely rewarding and exciting. They provide an insight into other cultures and can open the door to travel and employment opportunities. They can also broaden pupils' horizons, helping them flourish in new environments.

If your child finds languages difficult, don't forget that they will have been studying them for much less time than their other subjects and, while it can be a challenge, learning a language will greatly enhance their future opportunities.

What's more, we know that employers value languages, as they are increasingly important to make sure we can compete in the global market. Because of this, languages are increasingly becoming a requirement for many graduate schemes, such as those offered by Lidl.

**"Having language skills under your belt will help make you stand out from the crowd, whether you're applying for an entry level position, a management role or an internal transfer."**

Steve Cassidy, Senior Vice President & Managing Director, UK & Ireland, Hilton

**The Russell Group has named languages as subjects that open doors to more degrees at universities.**

(The Russell Group is a group of 24 universities with a shared focus on research and a reputation for academic achievement)

**"Young people skilled in the languages of Europe, China and other key markets around the world, can look forward to exciting and rewarding careers."**

Dr Adam Marshall, Director General of the British Chambers of Commerce

## WHAT ABOUT ARTS AND MUSIC?

While arts and music are not included in the EBacc, every child should still experience a high-quality arts and cultural education throughout their time at school as part of a balanced curriculum. If your child can take 9 GCSEs, they will have either 1 or 2 further options and can choose subjects based on their wider interests like art or music as well as others such as physical education or technology.

**Schools where more pupils select the EBacc at GCSE maintain the number of pupils that select arts.**

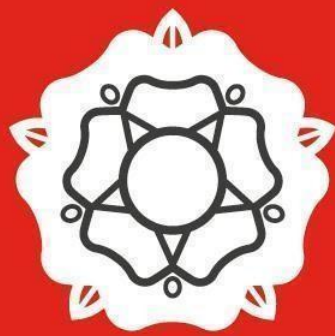
Trends in arts subjects in schools with increased EBacc entry July 2017



### Further Information

Search EBacc on GOV.UK for more information.

You should also get in touch with your child's school directly — they will be able to tell you about their specific GCSE and EBacc offer and explain all of your child's options.



HEADLANDS SCHOOL  
SINCE 1965